

Busby Primary School

Curriculum for Excellence

A Guide for Parents and Carers to Support Learning at Home

READING THIRD LEVEL



Reading Third Level

This booklet outlines the skills pupils will develop in Reading within the Third Level.

Experiences and Outcomes

Enjoyment & Choice

I regularly select and read, listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations and give reasons, with evidence for my personal response.

Tools

Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.

Tools

I can select and use strategies and resources I find most useful before I read, and as I read, to monitor and check my understanding.

Encourage your child to....

- Read for enjoyment, information and challenge
- Give opinions about the text and give reasons
- Locate texts to read from a variety of sources e.g. library, ICT, reference books...
- Use taught grammar rules, punctuation, knowledge about language to read all texts with fluency and understanding
- Understand skills and apply the skills of

Predicting

Skimming

Scanning

Sequencing

Making inferences

Identifying the purpose of the text

Identifying the audience of the text

Word meaning

Comparing and Contrasting texts

Main Idea/supporting details

Identifying Cause and Effect

Summarising orally and in writing in own words



Experiences and Outcomes

Finding & Using Information

Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.

Finding & Using Information

I can make notes and organise these to develop my thinking, help retain and recall information, explore problems and create new texts, using my own words as appropriate.

Understanding, Analysing & Evaluating

To show my understanding across different areas of learning, I can:

- identify and consider the purpose, main concerns or concepts and use supporting detail
- make inferences from key statements
- identify and discuss similarities and differences between different types of text.

Understanding, Analysing & Evaluating

To show my understanding, I can comment, with evidence, on the content and form of short and extended texts, respond to literal, inferential and evaluative questions and other types of tasks.

Encourage your child to....

- Read text and extract information then use this for a set purpose e.g. prepare for a debate/book a holiday
- Select information they may need e.g. use a highlighter/annotate
- Use personal preference when making notes. Then organise, sequence and structure notes perhaps using headings and subheadings. Include own words and all necessary technical language
- Keep notes and then use them independently to write texts of increasing complexity
- Continue to develop knowledge of Bloom's Taxonomy to answer/ask different question types. (See Kirkhill web site for more details)
- Share the above skills with other pupils in their group
- Question the validity of sources of evidence
- When answering use examples from the text, perhaps using quotations, or own words



Experiences and Outcomes

Understanding, Analysing & Evaluating

To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources.

Understanding, Analysing & Evaluating

I can:

- discuss and evaluate the structure, characterisation and / or setting using some supporting evidence
- identify the main theme of the text and recognise the relevance this has to my own and others' experiences
- identify and comment on aspects of the writer's style and other features appropriate to genre using some relevant evidence.

Encourage your child to....

- Recognise persuasion in text
- Recognise and explore opinion and bias and how writers use this
- Using source material become more aware of its reliability, credibility, value across a range of texts
- Analyse/evaluate texts using the 5 parts of characterisation taught in second level
- Analyse /evaluate plot setting, structure, layout and features of the genre evidence linked to text
- Relate text to own personal experiences
- Relate text to the experiences of other pupils
- Analyse/evaluate the authors style and use of language
- Use self and peer assessment to give feedback on learning and next steps



Learning Statement

I have learned to

I need to work on ...